Teaching With Technology

EDLD 5364

Week 3 – Reflection

**We are at the midway point in the course and this week’s focus is on planning for student-centered learning with technology. The readings and videos this week help us to focus on developing technology-rich lessons that will meet the needs of diverse learners. “The Universal Design for Learning (UDL)** recognizes that every learner is unique and processes information differently. UDL is based on CAST's research related to three primary brain networks (recognition network, strategic network, and affective network) and the roles they play in understanding these differences.” “UDL provides a framework to create and implement lessons with flexible goals, methods, materials, and assessments that support learning for all students.” (Cast, 2009). We understand that we cannot categorize learners into types such as intelligent or unintelligent. Brain research has been conducted and it tells us about all learner distinctions. This research helps us have a better understanding of how learners process words and information. The brain is very complex and contains neurons that are linked by trillions of connections. This creates a very complex network. With this huge brain network and complexity, it is understandable that no one’s brain functions in exactly the same manner. Everyone’s brain processes information differently, so it is necessary that we should appreciate the individual strengths and weaknesses of each and every student. We have to differentiate our teaching methods to assure that we can reach each student. Different students learn to read and the recognition process is different for individual students. According to our readings this week, recognition involves various types of processing. This processing of information determines how our students will learn the material that we teach. It is necessary that we recognize the individual differences in our learners so that we can shape instruction to reach all of students. This week were given classroom examples to obtain a better understanding of how varied influences of strategic networks on students’ performance in the classroom. We have to tailor our teaching style to meet the needs of all students.

In our text this week, the chapter we read discussed providing feedback. The approach of providing feedback focuses on assessment. The text points out that technology tools are advantageous when obtaining feedback. There are many technology tools available for educators that can assist with assessment and data collection. For example, there are wireless clicker devices which allow teachers to assess student’s knowledge and these classroom response systems allow for teachers to begin discussions with their classes about questions that might have been asked. Students have the opportunity to learn from the class discussion. There are also various types of grading software available and many web resources that can assist in the learning process. There are also communication software tools that can allow for student input and feedback. Some of the communication tools are wikis, blogs, email, video conferencing, and instant messaging. There are many technology tools available to teachers to assist with the classroom process.

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